



JMHS 3 Year School Development Plan

September 2023 – August 2026

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Section I: Vision for JMHS

At JMHS we enable everyone to learn and to thrive by:

1. Ensuring there is excellent and enjoyable learning for all.
2. Supporting each individual to achieve their personal best.
3. Building a sustainable community where we all support each other.

This school development plan aims to build on current strengths and address areas of weakness. The plan covers the three-year period from September 2023 until August 2026. During these three years we will build upon the successes and achievements of the past three years but we will specifically focus on the following priorities listed below:

- A. Remodel the curriculum with a three-year Key Stage Three and a two-year Key Stage Four.
- B. Enable teachers to make more effective use of modelling, questioning, deliberate practice, homework and revision.
- C. Develop an approach where we systematically teach good behaviour; make our routines and how we work clearer and redesign these to maximise good behaviour at all times.
- D. Develop a coherent approach to promoting equality, teaching tolerance, and eliminating all types of discriminatory behaviour.
- E. Further develop our systems and their implementation for safeguarding.
- F. Enable our new Sixth Form Leadership Team to improve the PSHRE programme, careers education and guidance, the enrichment programme and use of private study.
- G. Research whether we should join a MAT and if so decide which MAT to join and then work on the process of joining the MAT.
- H. Improve sports facilities, secure funding for new science labs and further improve school facilities and their use in and beyond the school day.

We will achieve these aims through:

- Highly effective leadership, management and governance.
- Ensuring effective financial management including careful monitoring of expenditure, ensuring best value and maximising funding to improve our facilities.
- Policies and procedures that treat all members of the school equitably and respectfully.
- Supporting all our students and staff with developing their knowledge and skills in a positive environment where we all enjoy working together.

Section II Key Performance Indicators

a. GCSE Results

Note on examination results

The 2023 results were the first since 2019 where adjustments have not been made due to the COVID 19 Pandemic. Therefore, where comparisons with previous year's results have been made, we have used the 2019 results.

The table below summarises the percentage of students achieving GCSE grades in 2019 and 2023 and comparing to National results in 2023.

	2023 %	2019 %	England 2023 %
Grade 7 or higher	16	20	22
Grade 5 or higher	54	52	50
Grade 4 or higher	71	66	68
Pass rate	99	99	98

The chart indicates that increases have been achieved at grade 4 or higher and grade 5 or higher since 2019 with results slightly higher than national averages. However, there has been a decrease in the number of students achieving grade 7 or higher.

In English Language 75% of students achieved grade 4 or higher and 58% achieved grade 5 or higher. These were both above the proportion in 2019, the last comparable year. In mathematics 73% achieved grade 4 or higher (the same proportion as in 2019) and 50% achieved grade 5 or higher (a decrease from 2019). The proportion of students achieving grade 7 or higher was lower in 2023 than in 2019. In science 79% of entries resulted in grade 4 or higher and 61% grade 5 or higher. Both of these are considerable increases on 2019 and previous years. The proportion at Grade 7 or higher in science was similar to 2019.

In computer science, biology, chemistry, physics, music and food technology results were particularly high with strong improvements since 2019 at all levels. The results in modern foreign languages were also consistently strong.

Overall the Attainment 8 score (which is calculated by adding scores for English, maths and 6 other subjects) is 46.0. This figure is slightly below the 2019 figure of 46.2 but slightly above the Herefordshire average of 45.0. We do not yet have a national average or a measure of progress or value added which will be published by the DFE with school league tables. However, initial analysis indicated that the overall Progress 8 will be negative and negative in all of the core subjects of English Language, English Literature, mathematics and combined science. Progress was particularly low in design technology, art and GCSE PE. We believe that with the curriculum we have built, and the improvements in teaching and behaviour we have achieved, we should be making consistent improvement to Progress 8 scores across the next three years. Strategies to achieve this improvement include:

- Training for curriculum leaders and all staff will be used to improve staff skills on modelling exam style questions. This will include staff reviewing examiners reports for their subjects, to ensure that they have an excellent knowledge of how students can achieve top grades in examinations.
- All curriculum leaders will produce a subject development plan for their subject, outlining clear actions that they will take this year to work towards the targets in the SDP, this will bring consistency between subjects.
- Students will learn routines in lessons, including routines for how to show working, how to complete work, how to study, and how to revise.
- The Headteacher, Deputy Headteachers and members of the Senior Leadership team will carry out reviews of subjects on an annual basis, using criteria based on the SDP strategies.
- Students in Year 11 will be expected to stay after school from 3:30pm – 4:30pm on a Monday, Wednesday and Thursday for ‘Tutorial Time’, where they will be supported by teachers to complete homework and independent revision.

b. Attendance, Suspension and Exclusion

Attendance

Academic Year	September to May Half Term (Year 7 – 11)			Whole school year (Year 7 – 10)		
	All	SEND	Disadvantaged	All	SEND	Disadvantaged
2021 - 2022	91.1%	86.7%	86.6%	92.0%	89.3%	88.5%
2022 - 2023	92.2%	88.2%	89.2%	92.2%	89.3%	87.7%

As Year 11 commence study leave at May Half Term, the figures for Year 7-Year 11 cover the first five half terms. It can be seen that overall attendance for this period was 1% higher than 2021-22 at 92%. However, it needs to be borne in mind that before COVID average attendance levels were at or above 95%. Therefore, considerable work needs to be done to improve attendance. Key actions for the next academic year include:

- Fortnightly review meetings with Jo Ellis (External Attendance Advisor), Dean Wyatt (Attendance Lead) and Sally McCarthy (Student Support Assistant).
- Half-termly action plans to address trends. The plan for Half Term 1 is to tackle all students who have multiple absences irrespective of length of absence.
- Increased consistency in response to absence requests from parents.
- Enhanced praise for students with excellent attendance.
- Termly letters re-iterating need for high attendance, addressing trends and reminders of protocols.
- Liaison with local schools and schools through attendance hub to share best practice.
- Fortnightly review of students considered CMIE to ensure appropriate action is taken.

Suspension and Exclusion

Table 1: Total Number of Suspensions:

Students	2018/2019	2021/2022	2022/23
All	65	53	34
Disadvantaged	24	24	13
SEND	34	32	20

Table 2: Permanent Exclusions over last 6 years:

2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
0	2	2	1	2	2

In 2022/23 there were 34 suspension incidents involving 24 students. A total of 65 reasons were recorded for these 34 incidents, using the DFE Census Suspension & Exclusion categorisation and a maximum of 3 reasons recorded per suspension incident.

Table 1 shows that the number of suspensions for the academic year 2022/23 were significantly lower than the academic year 2018/19 and 2021/22 with also a considerable reduction in the number of suspensions for students who have SEND or are disadvantaged.

At the end of the Spring 2022 Term, the Headteacher, Behaviour Lead and Pastoral Team developed a plan to reduce the number of suspensions as in our view they were too high. The plan involved more effective use of the Behaviour Recovery Room (BRR) as an alternative to suspension and targeted support for our students with the most challenging behaviour. This strategy has been successful with a considerable reduction in the number of suspensions in the Summer 2022 term and into the Autumn and Spring term of 2022/23. During the Summer 2023 term, for a small number of students, restorative and supportive options in school were exhausted, resulting in an increase in suspensions.

Table 2 shows we only use permanent exclusion as the last resort, where all possible avenues have been explored. Unfortunately, last academic year there were two permanent exclusions, which as illustrated in table 2 is the modal average over the past few years.

c. A Level Results

Note on examination results

The 2023 results were the first since 2019 where adjustments have not been made due to the COVID 19 Pandemic. Therefore, where comparisons with previous year's results have been made, we have used the 2019 results.

The table below compares the 2023 A Level results with the 2019 and results stating the percentage of students achieving each grade.

Grade	2023 %	2019 %
A*	2	6
A	22	19
B	27	21
C	24	28
D	12	17
E	12	8
U	1	1

Which gives:

	2023 %	2019 %
Pass Rate	99	99
A* to A	24	25
A to B	51	46

The statistics above indicate that there were a lower number achieving the top grade in 2023, but overall results were similar to 2019. Overall the percentage of grades at A or higher at JMHS was equal to the figure for comprehensive schools in England at 22%, whilst the percentage of grades at C or higher at JMHS was at 75%, marginally higher than the national average for comprehensive schools of 73%. We believe that changes being introduced in the sixth form have the potential to raise achievement further at A Level. These changes include:

- Redesigned roles so there is now a pastoral lead and an ethos and pathways lead.
- Robust monitoring program.
- Robust mentoring program.
- Subject specific independent study guides.
- Study room supervisor and learning mentor employed. Study room is a silent work space and students have timetabled periods in there. Support is given on a one-to-one basis to students who are below target. This may be help with organisation, note taking, exam technique etc.

- Students in Year 12 work in school all day until Christmas, then they will earn the choice to work off site in the afternoon if their grades and attendance are good.
- Year 13 students reviewed each half term, those below target with subject grades and attendance will spend more time in school.

Results in advanced vocational qualifications were excellent. Of the 37 entries, more than half of the candidates achieved the top grade of a starred distinction, 95% achieved merits or higher grades and the pass rate was 100%. All subjects had strong results, but IT where there were 15 students achieving starred distinctions was exceptional.

d. Student numbers

	Sept 2021	Sept 2022	Sept 2023
Year 7	147	161	154
Year 8	156	154	157
Year 9	154	162	158
Year 10	144	153	154
Year 11	164	144	150
Year 12	61	62	48
Year 13	57	60	63
Total	883	896	884

Students numbers overall are similar to those for the past two academic years. There is a slight decrease in the overall number due to a decrease in the number of students recruited into Year 12. Strategies to increase the number of our students into our Sixth Form include:

- Strong focus on learning and studying
- Create a working ethos that students can be proud of
- Focus on improving lessons further to increase the outcomes of all students
- Rigorous scrutiny of data to monitor progress in order to set targets for improvement
- Taster day for Year 10 in June to gain interest early
- Pathways evening for Year 11 in September to engage them with level 3 courses and beyond
- More integration of the Sixth Form in lower school events and activities
- Promotion of the Sixth Form experience on social media

e. Finance

	2020-21	2021-22	2022-23
Reserves at Year End	440K	383K	275K
In Year Surplus /Deficit*	8K	(57K)	(108K)

* before transfer from revenue to capital

In the academic year 2022-23, the reserves were reduced to approximately £275K. The revenue spending produced a break event budget in spite of the government not funding the teacher and support staff pay increases. However, we also made a £96K revenue contribution to capital to fund essential projects which included:

- Remodelling computer/IT teaching rooms
- Remodelling the art department
- Remodelling four science labs
- Essential asbestos removal
- Other emergency repairs
- Improving study facilities in the Sixth Form

We believe that the final position may be slightly better than indicated as we are likely to receive £38K of section 106 funding from the projects completed.

f. Percentage of students who are NEET according to latest DFE figures

The latest data available from the DFE is for 2020 leavers and is based on students reaching the end of 16 to 18 study.

	JMHS	Local	England
Students not in education, employment or training for at least terms after study (NEET)	8%	15%	15%
Destination unknown	2%	6%	5%

It can be seen from the table that the proportion of 2020 leavers who were not in education, employment or training, or who had unknown destinations, was considerably lower than the national average. This indicates effective Independent, Advice and Guidance (IAG), measures to maintain and improve IAG are summarised below:

- Continue to work on improvements to our Careers curriculum, adapting lessons and updating key information for students
- Arrange for Key Stage 4 to take part in more experiences in workplaces
- Organise visits to higher education institutions for Key Stage 4 students, raising aspirations and improving understanding of university study
- Ensure that all Year 11 students have had an individual interview with our careers advisor before leaving JMHS
- Improve the careers knowledge offered in Key Stage 5 with the introduction of Unifrog
- Begin working on students logging their own Careers interactions

Section III: School improvement plan strategies for improvement

Key:	Actions highlighted in green – completed;	Actions highlighted in yellow – partially completed;
	Actions highlighted in blue - decided not to do;	Actions not completed

a. Remodel the curriculum with a three-year Key Stage Three and a two-year Key Stage Four

Key strategy and summary of 3-year plan	Key Actions for 2023-24	Points to note
<p>1. Review and redesign the current Key Stage Three Curriculum so that all students from the September 2022 cohort onwards follow a three-year Key Stage Three (KS3) - ATO</p>	<ul style="list-style-type: none"> Curriculum leaders training sessions in 2023-24 will be used to train and support curriculum leaders to produce a three-year KS3. Curriculum leaders to audit current curriculum against National Curriculum and produce new curriculum documents by September 2023. Curriculum leaders to prepare and refine resources for Autumn Term KS3 lessons by the end of the Spring Term. Curriculum leaders to prepare and refine resources for Spring Term KS3 lessons by the end of the Summer Term. Curriculum leaders to prepare and refine resources for Summer Term KS3 lessons by the end of the Summer Term. 	
<p>2. Ensure thorough teaching of the IT and Computing National Curriculum across Key Stage Four - LK</p>	<ul style="list-style-type: none"> Training sessions with take place during faculty meeting time and after school where staff are available with the Maths, Science, English, MFL and Humanities faculties to train staff on how to use IT within subjects. Curriculum leaders to plan lessons within new SOWs that integrate the teaching of IT by the end of February with Maths focusing on algorithmic thinking, Humanities focusing on presentation software key skills, Science focusing on spreadsheet software key skills, English focusing on Word Processing key skills, Languages focusing on digital asset production and editing key skills and PSHE focusing on E-safety key skills. 	

Key strategy and summary of 3-year plan	Key Actions for 2023-24	Points to note
	<ul style="list-style-type: none"> Curriculum leaders to produce MASTER lessons for use in department for lessons that contain IT elements by the end of May. 	
<p>3. Ensure effective two-year Key Stage Four (KS4) Curriculums are in place for all subjects by September 2024 - ATO</p>	<ul style="list-style-type: none"> Curriculum leaders to carry out audit of current curriculum against National Curriculum and exam board specifications by the end of the Autumn Term. Curriculum leaders to produce a 'top-level' overview of new KS4 curriculum, showing the sequencing of topics and end points for each topic by the end of the Spring Term. Curriculum leaders to produce new curriculum documents for two-year KS4 by June 2024. 	
<p>4. Continue to develop the quality and delivery of the of the PSHRE Curriculum - AB</p>	<ul style="list-style-type: none"> Review, update and refine tutor-delivered resources so that they can facilitate effective teaching as defined in our Curriculum, Assessment and Teaching (CAT) policy. Audit assessments to ensure that all PSHRE curriculum end-points are tested. 	
<p>5. Improve the quality of our Careers curriculum, engagement with employers, higher education and further education so that all students have a good understanding of the options available to them including advantages and disadvantages - AME</p>	<ul style="list-style-type: none"> Create and maintain strong links with Universities to allow KS4 students and sixth form students to visit and experience higher education, giving them the opportunity to ask any questions they may have and to help them to decide on their post-18 pathways. Improve and expand on the KS5 Careers curriculum by introducing specific learning and revision of key Careers information into tutor time sessions. Introduce new ways for students in KS4 to gain workplace experience with minimal disruption to learning. Improve provision for students not considering A levels post-16 with introductions to apprenticeship specialists, talks with training providers and interviews with our careers advisor. 	<p>As we move away from work experience in Year 10, we will be looking at alternatives for students in KS4 such as 'Take your child to work day' and virtual work experience placements. These events are successfully run by other schools, so I will be looking to find examples for inspiration.</p>
<p>6. Develop our enrichment offer defining entitlement and opportunity so as to increase the cultural capital of all students - HN</p>	<ul style="list-style-type: none"> Curriculum leaders training sessions in 2023-24 will be used to train and support curriculum leaders to produce an entitlement and opportunity plan within their faculties. Curriculum leaders prepare a document outlining their faculties' entitlement and opportunity plan by July 2024. 	

Key strategy and summary of 3-year plan	Key Actions for 2023-24	Points to note
	<ul style="list-style-type: none"> Curriculum leaders begin to plan and implement their trips, opportunities and visits. 	

b. Enable teachers to make more effective use of modelling, questioning, deliberate practice, homework and revision

Key strategy and summary of 3-year plan	Key Actions for 2023-24	Points to note
<p>1. Use staff training to systematically improve the quality of teaching through the key teaching strategies of explanation, modelling, questioning, review, feedback and deliberate practice - ATO</p>	<ul style="list-style-type: none"> During the 2023-24 academic year staff training will focus on improving staff skills in questioning and deliberate practice. In the 2023-24 academic year all teaching staff will have consistent aims for appraisal, aligned with the areas of focus identified above. Following staff training, ATO will coordinate thematic reviews of teaching, with other members of the SLT and the SIP to evaluate the implementation of training and inform future training sessions. All teaching staff will be observed by their line manager, during curriculum implementation checks (CICs) 4-6 times per academic year. Design proformas for CICs that support line managers to provide feedback on teaching, in line with expectations from staff training. 	<ul style="list-style-type: none"> Staff training will focus on developing expert teachers who can skilfully implement the CAT policy. The whole staff training programme is delivered during faculty training afternoons and INSET days. A streamlined focus has been chosen to allow staff to develop expertise of each skill before starting to develop additional skills. Staff will apply all aspects of the CAT policy but will receive specific training on two to three teaching methods per academic year.
<p>2. Use coaching of staff by expert teachers to improve the consistency of teaching so that teaching of all teachers is at a consistently good standard - ATO</p>	<ul style="list-style-type: none"> ATO and CL to design a standardised programme for coaching, based on principles of instructional coaching and the CAT/Behaviour for Learning (BfL) policies. Curriculum leaders training to be used to train line managers to provide coaching to individual colleagues. ATO to provide coaching to curriculum leaders on a rotational basis, across the three years. ATO, CL, HN and KB to provide coaching to individual members of teaching staff. 	<ul style="list-style-type: none"> The strategy will be for line managers to have responsibility for delivering the first round of coaching using the standardised programme. Where line managers identify that staff, who have received coaching, require further support they can refer to ATO, who will allocate ATO, CL, HN or KB to provide further coaching.

Key strategy and summary of 3-year plan	Key Actions for 2023-24	Points to note
<p>3. Improve the quality and usefulness of half termly cumulative tests - PMH</p>	<ul style="list-style-type: none"> • Audit current tests from each subject area to determine whether they are appropriate in relation to existing criteria (e.g. testing endpoints, vocabulary and layout). • Develop/revise standards for testing by November 2023. • Identify subjects with weaknesses and work with those subject areas to improve tests. Review subject tests half-termly for quality assurance and achieve improvements. • Train curriculum leaders to access their Bromcom class and subject level test data, and to scrutinise it by focus group (e.g. PP, SEND). 	
<p>4. Improve use of homework and teach students how to learn and revise - ATO</p>	<ul style="list-style-type: none"> • Review the effectiveness of homework across individual subjects. • Explore research into homework setting and explore best practice in other schools. • ATO to work with KS4 progress leader and Y11 year leader to implement a revision programme for Y11 students in the Spring Term 2023-24. 	<ul style="list-style-type: none"> • ATO will use findings from research to work with progress leaders to implement a whole-school homework strategy in 2024-25 or 2025-26.
<p>5. Ensure success of mixed attainment teaching particularly with regard to the attainment of disadvantaged students and those with SEND - HN</p>	<ul style="list-style-type: none"> • Whole school training sessions in 2023-24 will be used to train and support teachers to use adaptive teaching methods within the classroom to support those who are disadvantaged. • The pastoral team and SEND team to produce clear, coherent and easily accessible student needs profiles for teachers to support those who are disadvantaged by April 2024. • To monitor and track summative and formative assessment data for those who are disadvantaged, and use this data to target specific trends. 	
<p>6. Have a systematic approach to identifying and supporting SEND students who do not have an EHCP, including K students - SENDCO</p>	<ul style="list-style-type: none"> • Use the SEND graduated pathway (assess, plan, do, review). • Have a clear referral process for staff to refer SEND concerns about students. 	<ul style="list-style-type: none"> • New Student Needs Profile template includes relevant sections for Assess, Plan, Do, Review to be recorded on the same document.

Key strategy and summary of 3-year plan	Key Actions for 2023-24	Points to note
	<ul style="list-style-type: none"> • SENDCO to produce a flowchart of assessment actions following referral. • Ensure student needs profiles are prepared and used effectively for students with SEND and those with SEMH difficulties. • Carry out SEND reviews of lessons to evaluate effective use of strategies in lesson. 	<ul style="list-style-type: none"> • Referral process to be in place by the end of the first week back in September 2023, using Office form on Staff Intranet page. • Flowchart of assessment actions to be in place by October half term. • Year 7 Student Needs Profiles to be in place by the first day of Autumn Term as far as possible. Year 8-11 current profiles to be updated by the end of Autumn Term Week 2. Any new profiles for Year 8-11 to be written by October half term. • SEND reviews of lessons to take place once per term – Autumn 2, Spring 2, Summer 2. Autumn 2 – Adaptive and responsive teaching – focussing on strategies outlined in Student Needs Profiles; Spring 2 – Accessibility of tasks; Summer 2 – Individual feedback from teaching (to feed into Student Needs Profiles for 2024-2025)
<p>7. Ensure our curriculum, teaching, support and other strategies are aligned with maximising success for disadvantaged students and those with SEND - ATO</p>	<ul style="list-style-type: none"> • Review the CAT policy and ensure that teaching strategies at JMHS specifically support students with SEND and disadvantaged students. • Produce a list of agreed strategies for providing additional support to students with SEND and disadvantaged students, that are research-driven and align with CAT and BfL policies by the end of the academic year. • Provide a training programme for TAs that focuses on supporting the strategies in the CAT policy. • Curriculum leaders will review current resources as part of the implementation of the new three-year KS3 and ensure that they are designed to support students with SEND and disadvantaged students. 	

c. Increase the quality of learning and exam preparation at Key Stage Four so that each P8 Scores improve upon the previous year's results and are above the national average by 2026

Key strategy and summary of 3-year plan	Key Actions for 2023-24	Points to note
<p>1. Ensure all teachers model answering exam questions effectively and set very regular structured practice sessions in class, where students do and mark similar style exam questions - ATO</p>	<ul style="list-style-type: none"> • During the Autumn Term, ATO will use staff training time to recap best practice for modelling. • ATO to mentor AMP who will complete a secondment to the SLT in the 2023-24 academic year. • During the Autumn Term, AMP to design a template for Y11 class plans and provide training to staff on how to evaluate Y11 teaching. • During the Autumn Term, all Y11 teachers will complete a Y11 class plan, supported by curriculum leaders. These will review the teaching schedule and identify regular opportunities for exam question modelling and practice. • During the Spring Term, ATO will provide whole staff training on deliberate practice, with a specific focus on exam practice for Y11 students. 	<p>Staff have previously been trained on the use of modelling during the 2022-23 academic year.</p> <p>ATO has designed new staff training sessions to cover modelling. This ensures that all staff who started after the end of the 2022-23 academic year are also trained on the use of modelling.</p>
<p>2. Ensure there is an excellent ethos in Year 11 lessons so that all students are engaged and work hard for every minute of the lesson – ATO</p>	<ul style="list-style-type: none"> • SLT Line Managers, AE, ATO, the KS4 Progress Leader and Y11 Year Leader to prioritise visiting Y11 lessons. • ATO to meet with the KS4 Progress Leader and Y11 Year Leader once per half-term to review feedback from lesson visits, assessment, attendance and behaviour data. • During the Autumn Term, all Y11 teachers will evaluate the ethos of the group as part of completing a Y11 class plan. Teachers will identify strategies to support an excellent ethos, such as contact with home, use of report cards or seeking further support from curriculum leaders or the pastoral team. • During the Autumn Term, DLW to complete a behaviour action plan for Y11, working with CL. This will identify students with challenging behaviour in lessons and provide targeted support/intervention. 	<p>Senior Leaders to feedback to staff, through the line management process, when the ethos in Y11 lessons is not positive. This will include SLT Line Managers making recommendations for group changes, so that all students are placed in a group where they can succeed.</p>

Key strategy and summary of 3-year plan	Key Actions for 2023-24	Points to note
<p>3. Develop a systematic approach to helping to students complete a substantial amount of homework and teaching them how to revise - ATO</p>	<ul style="list-style-type: none"> • During the Autumn Term, ATO will develop a plan for Y11 revision and homework, allocating each subject to a specific day. • During the Autumn Term, ATO and DLW will hold a Y11 information evening for parents and students. This will advise on the best ways to revise. • Tutors will provide PSHE sessions on exam/revision techniques for Y11 students, during morning tutor time. • Offer 'Tutorial Time' to all students in Year 11 on a Monday, Wednesday and Thursday after school, starting from the week commencing Monday 13 November. This will be a space where students are able to complete homework, revision and coursework under the supervision of subject specialist teachers. 	<p>This will help students to prioritise and focus on one subject at a time.</p> <p>Tutorial time sessions will take place from 3:30pm until 4:25pm, following which the Community Lounge will be open to offer students free refreshments until 4:45pm.</p>

d. Develop an approach where we systematically teach good behaviour; make our routines and how we work clearer and redesign these to maximise good behaviour at all times

Key strategy and summary of 3-year plan	Key Actions for 2023-24	Points to note
<p>1. Ensure clear, detailed rules and routines are in place for all aspects of school life and these are consistently enacted by all staff - CL</p>	<ul style="list-style-type: none"> • Update and enact BfL policy for 2023-24 with an emphasis on routines. • Review CAT policy to include routines during lessons. • Deliver staff training on specific routines at each INSET Day • SLT progress leaders to monitor and review application of routines across subjects, between lessons and at social times. 	

Key strategy and summary of 3-year plan	Key Actions for 2023-24	Points to note
	<ul style="list-style-type: none"> Routines will be introduced systematically, starting with basic routines in term 1, further routines will be introduced in term 2. Develop a behaviour wave system and behaviour panel response to plan strategic methods to support our hardest to reach students. 	
<p>2. Train staff to teach children how to behave well in different situations in a systematic and incremental way - CL</p>	<ul style="list-style-type: none"> Deliver staff training on how to teach explicit routines. Following staff training, curriculum leaders will monitor and review staff delivery of routines, providing feedback to SLT progress leaders. Practical subjects to design and implement specific routines within each subject. 	<ul style="list-style-type: none"> Practical subjects requiring specific routines: PE and Dance, Drama, Music, DT, Art, Science
<p>3. Put in place a systematic annual training programme on effective behaviour management for all staff and additional coaching for selected staff - CL</p>	<ul style="list-style-type: none"> Plan and deliver specific behaviour management training in line with areas for improvement highlighted by CICs and SLT feedback. Deliver staff training to focus upon consistent routines ensuring feedback to improve BfL policy. Deliver a staff coaching programme to improve consistent application of the BfL policy for key staff who are willing to fully engage. 	
<p>4. Maximise attendance particularly for disadvantaged students - DLW</p>	<ul style="list-style-type: none"> Use 2022-23 data (school, local and national) to identify key strategies for each term. Strategy for Autumn term to be shared with pastoral team at first meeting in September. 2022-23 data and information from primary schools will be used to identify a priority list for intervention. DLW will provide Year Leaders and pastoral team with a list ahead of September INSET days. Priority lists will be reviewed half-termly. Use of pastoral team meetings (fortnightly) to triangulate information from Disadvantaged Lead, SENDCo and Year Leaders. 	

Key strategy and summary of 3-year plan	Key Actions for 2023-24	Points to note
	<ul style="list-style-type: none"> Engage with regional attendance Hub to share ideas and develop strategies to utilise at JMHS. DLW will receive more information about how the Hub will work in the Autumn term. 	
5. Address behaviour in classes identified as Red Classes - CL	<ul style="list-style-type: none"> Ahead of the start of each academic year direct curriculum leaders to plan for positive class student and teacher combinations to avoid red classes where possible. Allocate experienced staff to potential/historic red classes (which cannot be altered). Curriculum leaders to allocate staffing where cover is required for red class, curriculum leader allocates/swaps staff to ensure positive behaviour and routines are maintained Limit where possible – but if cover is required, certain students may need to be removed to another faculty classroom (as part of a PSP/Behaviour Contract). Blue cover remains in place for curriculum leaders to provide cover. 	<ul style="list-style-type: none">
6. Further improve punctuality and minimise the time students spend out of lessons - DLW	<ul style="list-style-type: none"> Review termly with pastoral team systems for challenging punctuality. Amend and improve where necessary. Introduce a wave system to tackle frequently late students in September 2023 and reviewed half-termly by DLW and Year Leaders. DLW to liaise with CL to develop a wave system ahead of September 2023. Enhance in lesson routines for dealing with those not in class. This will include how to access the HUB, time out cards and use of VC to visit students. DLW to co-ordinate with pastoral team in September in conjunction with CL's plans for routines. 	
7. Improve the suitability of school uniform and PE uniform, and ensure all students wear the	<ul style="list-style-type: none"> In September and regularly throughout each term, deliver assemblies to remind students of expectations. Clearly communicate uniform expectations at least termly to remind parents. 	

Key strategy and summary of 3-year plan	Key Actions for 2023-24	Points to note
correct uniform and bring the correct equipment to lessons - CL	<ul style="list-style-type: none"> • Deliver training for staff to conduct daily uniform checks during tutor time, supported by ESLT. • Create routine response to non-compliance with uniform. • Introduce uniform report cards and uniform behaviour response waves. • Conduct uniform parental survey. 	

e. Develop a coherent approach to promoting equality, teaching tolerance, and eliminating all types of discriminatory behaviour

Key strategy and summary of 3-year plan	Key Actions for 2023-24	Points to note
1. Review our equalities policy to check it is in line with good practice and can be enacted consistently - ATO	<ul style="list-style-type: none"> • Use DfE guidance for equalities and best practice from other schools to check current equalities policy. • Ensure that the consistent implementation of the equalities policy is part of the induction process for new staff. 	
2. Check how our curriculum contributes to students' knowledge of modern Britain, the wider world and the positive contributions made by all communities - ATO	<ul style="list-style-type: none"> • Review curriculum plans for all subjects as part of the implementation of the new three-year KS3. • Carry out reviews of PSHRE teaching. • Ensure that assemblies are used to deliver the PSHRE programme, with a specific focus on the wider world and the positive contributions made by all communities. 	<ul style="list-style-type: none"> • During 2024-25 and 2025-26 ATO will review the effectiveness of assessment, particularly checking to see whether it checks students' knowledge of modern Britain, the wider world and the positive contributions made by all communities. • Once assessment is effective, it can be used to inform changes to the curriculum to better cover this content.
3. Teach all students to behave in a fair, tolerant and considerate way - CL	<ul style="list-style-type: none"> • Ensure assemblies are used to deliver key routines and highlight current issues. • Create visual posters for all classrooms which refer to routines within the first two weeks of Autumn Term 	

Key strategy and summary of 3-year plan	Key Actions for 2023-24	Points to note
	<ul style="list-style-type: none"> • Create an accumulative logging system to highlight low level repeat issues including a follow up consistent response from September 2023. • Develop staff training opportunities to support a consistent response to misbehaviour. 	

f. Further develop our systems and their implementation for safeguarding

Key strategy and summary of 3-year plan	Key Actions for 2023-24	Points to note
<p>1. Implement new online safety policy – LK/ALW</p>	<ul style="list-style-type: none"> • Condense current policy into a more manageable form and new online safety policy to be introduced to staff at INSET, will be stored on MyConcern for staff signoff. • New online safety policy to be distributed to students and parents via ParentPay/BromCom. • Develop training opportunities to fill staff gaps in knowledge and comply with KCSIE 2023. • Assembly and PSHRE coverage of online safety issues. • Review and monitoring of filtering, training, cyber safety, data protection against 2022 new standards completed by online safety task group (DH, PMH, ALW, LK and link governor). 	<ul style="list-style-type: none"> • LK and ALW will look to have new policy in place by March renewal date after a 360 review. • Initial online safety group to complete review by November 2023.
<p>2. Use student surveys to continually monitor what compromises safety and safeguarding and address areas for improvement - ALW</p>	<ul style="list-style-type: none"> • Develop a one-year action plan based on Summer 2022 feeling safe survey combined with Herefordshire section 175 audit (Autumn term). • Target training updates/ assembly programme and parental communications around results. • Establish a series of themed monitoring meetings with Link Governor. 	

Key strategy and summary of 3-year plan	Key Actions for 2023-24	Points to note
3. Further develop our systems for recording, logging and reviewing all safeguarding measures and protocols - ALW	<ul style="list-style-type: none"> Expand our current “blue folder” half termly dashboards to include staff self-disclosures, training logs and online safety concerns. Evidence and systematically plan the work of safeguarding link governor including SCR review. 	
4. Continually review how we identify and address bullying - CL	<ul style="list-style-type: none"> Increase awareness of bullying via regularly delivered assemblies and PSHE lessons/workshops. Promote reporting concerns via ePraise or verbally using posters, assemblies and parental newsletters. Respond to previous bullying allegations by allocating staff to key duty posts where issues have previously arisen. Update bullying log each half term and review key issues, respond to key issues by implementing specific changes. 	
5. Further develop our systems to ensure safe recruitment of employees and volunteers – CH/ALW	<ul style="list-style-type: none"> Implement new check list as a monitoring tool for all recruitment. Ensure safeguarding is central to staff induction training and exit interview. Source safer recruitment training for a core group of SLT/ESLT during the Spring Term of 2024 	<ul style="list-style-type: none"> Safeguarding training to be extended to further ESLT members by February 2024. Checklist to be in place and use monitored by first external appointment 2023/2024.
6. Further develop our systems for identifying mental health issues, flagging up where help can be received and referring promptly – ALW/JMK	<ul style="list-style-type: none"> Clarify referral routes and channels for mental health support via GP or school? Establish working practices with new WEST worker, LEAF project and new Colwall Youth team Clarify/establish system for referral starting with lead JMHS first aider (training required) Explore small group sessions workshops to reduce waiting time 	<ul style="list-style-type: none"> New referral routes to be established by December 2023 Training in place for Mental Health First Aid post by July 2024

g. Develop a coherent approach to narrow the gap in progress between those who are disadvantaged and those who are not

Key strategy and summary of 3 year plan	Key Actions for 2023-24	Points to note
<p>1. To monitor and interrogate at regular intervals the behaviour, attendance and progress of Pupil Premium students - HN</p>	<ul style="list-style-type: none"> • Disadvantaged Lead to produce a termly Data Dashboard, which will be shared with SLT and Governors, along with recommendations. • Disadvantaged Lead, KS3 and KS4 progress leader to interrogate the data termly and create Key Stage recommendations. 	<ul style="list-style-type: none"> •
<p>2. To ensure Student Needs Profiles are prepared and used effectively for disadvantaged students with difficulties who require a more personalised approach to succeed - HN</p>	<ul style="list-style-type: none"> • Disadvantaged Lead to work with Year Leaders to produce Student Needs Profiles for disadvantaged students who require a more personalised approach by April 2024. • Disadvantaged Lead to work with the CLA Lead to regularly update Student Needs Profile of the CLA students, to ensure that it is coherent with their PEP targets. • Disadvantaged Lead to conduct lesson observations and learning walks to monitor the implementation of the Student Needs Profiles. 	<ul style="list-style-type: none"> •
<p>3. Use staff training and curriculum leader meetings to systematically improve the quality of teaching of those who are disadvantaged - HN</p>	<ul style="list-style-type: none"> • Disadvantaged Lead and SENDCo to develop adaptive teaching strategies which will support the learning of those who are disadvantaged. • Adaptive teaching strategies are shared and implemented through regular staff and curriculum leader training. • Deputy Head (Teaching and Learning), SENDCO and Disadvantaged Lead to conduct learning walks, whole school reviews and CICS to monitor the quality of teaching of those who are disadvantaged. 	<ul style="list-style-type: none"> •

h. Enable our new Sixth Form Leadership Team to improve the PSHRE programme, careers education and guidance, enrichment programme and use of private study

Key strategy and summary of 3-year plan	Key Actions for 2023-24	Points to note
<p>1. Review job roles and implement revised roles for all Sixth Form Leadership Team members to maximise effectiveness of the sixth form - LL</p>	<ul style="list-style-type: none"> • Implement new roles for Pastoral, Ethos and Pathways, and Learning mentor in September 2023. • Work with each post holder to maximise the effectiveness of the new role. 	<ul style="list-style-type: none"> •
<p>2. Research best practice in school sixth forms and use this to improve the policies and routines used in JMHS Sixth Form - LL</p>	<ul style="list-style-type: none"> • Review all policies and improve where needed; behaviour (LL), attendance (NC), academic monitoring (NC), mentoring (NC) and dress code (LL) ready for September 2023. • Communicate further with other school sixth forms and the Netsixthform community to update other policies. 	<ul style="list-style-type: none"> •
<p>3. Review the quality of the JMHS Sixth Form Curriculum including Advanced Level subjects, retakes, Spiritual, Moral, Social and Cultural Education, Careers and Enrichments, and implement improvement plans - LL</p>	<ul style="list-style-type: none"> • Review independent study given by subjects and monitor completion (LL, ANH and subject teachers). • Review and improve SMSC provision. Autumn term by Summer 2023, Spring Term by Autumn 2023, Summer term by Spring 2024. • Review and improve Careers provision programme (ELR, AME). Calendar overview completed by October 2023. • Launch work experience in September 2023 in order for all students to find a suitable placement. Placement dates: 28 February 2024 – 1 March 2024 • Launch UNIFROG to all students in September 2023. 	<ul style="list-style-type: none"> •
<p>4. Research best practice with private study and implement an improved approach to private study at JMHS - LL</p>	<ul style="list-style-type: none"> • Subject independent study guides in place for September 2023. • Students assigned to study room in non-contact times from September, monitored by ANH. • Students supported by ANH with developing their study skills. • Supervised silent study room. 	<ul style="list-style-type: none"> •

Key strategy and summary of 3-year plan	Key Actions for 2023-24	Points to note
	<ul style="list-style-type: none"> • A booking system to be created for collaborative working spaces (ANH). • Research schools using VESPA, then consider implementing. 	
<p>5. Research, review and improve recruitment procedures at JMHS and maximise recruitment and retention - LL</p>	<ul style="list-style-type: none"> • Move Year 10 Next steps day to June (from autumn Year 11). • Pathways presentation to be delivered at the Open Evening in September to inform parents of different options/opportunities. • Review Open Evening format to enable footfall for all subjects. • Initial Futures interviews to be based on Year 10 exams. • Second round interviews to take place in March and to be post mocks and have mock grades for discussion in order to push the appropriate routes for a student. • Research and review advertising methods. • Update Website. • Create a formal application process. • Spring Term - research curriculum options for non-Level 3 courses to consider what our curriculum offer should look like for 2025. 	

i. Research whether we should join a MAT and if so decide which MAT to join and then work on the process of joining the MAT

Key strategy and summary of 3-year plan	Key Actions for 2023-24	Points to note
<p>1. Research and decide whether to join a MAT, form a MAT or continue as a standalone academy - AE</p>	<ul style="list-style-type: none"> • AE to complete research of potential MATs and produce a longlist by July 2023. • AE to finalise the top-level specification to be used for assessing the suitability of potential MATs by September 2023. 	<ol style="list-style-type: none"> 1. The key actions described and timeline will need to be discussed and approved by governors 2. We will use School Improvement Partner advice throughout the process

Key strategy and summary of 3-year plan	Key Actions for 2023-24	Points to note
	<ul style="list-style-type: none"> • AE to visit each Chief Executive on the longlist who would be willing to consider JMHS joining their MAT and use the six key questions agreed by governors to produce a commentary against the top-level specification by December 2023. • AE and governors to use the commentary against the specification to reduce to a shortlist by January 2024. • AE and Chair of Governors to set up a Governors' MAT Committee to include the Chair and Headteacher by March 2024. • Governors' MAT Committee to make a recommendation to the Full Governing Body of which MAT to join, whether to be part of a new MAT, or remain as a Single Academy Trust by July 2024. 	
<p>2. If we are joining a MAT develop a transition plan - AE</p>	<ul style="list-style-type: none"> • Draft timeline for joining a MAT to be produced by AE by September 2024 	<p>The majority of the work for this target will be completed in the academic year 2024-25</p>
<p>3. Whether we are joining a MAT or not produce and enact a succession plan - AE</p>	<ul style="list-style-type: none"> • AE to ensure effective induction including visits to other schools, coaching and support for new Deputy Heads, new Head of Sixth Form and new SENDCo during the Summer and Autumn Terms of 2023 • AE to offer SLT secondments for middle leaders for the academic year 2023-24 to include participating in SLT meetings and leading whole school projects. • Maximise the number of colleagues taking NPQ qualifications during 2023-24 and give them the opportunity to apply this learning to whole school projects. • AE and RF to provide staff with the opportunity to shadow key teaching and support staff roles through the academic year 2023-24 • Use SLT meetings, training, coaching and feedback to further improve the quality of line management of curriculum subjects. 	<p>AE will update the succession plan first produced in January 2023 by January 2024.</p>

j. Improve sports facilities, secure funding for new science labs, further improve school facilities and their use in and beyond the school day

Key strategy and summary of 3-year plan	Key Actions for 2023-24	Points to note
<p>1. Modernise science labs - RF</p>	<ul style="list-style-type: none"> Remodel labs 14, 15, 17 and 18 over the summer break 2022-23. RF to work with science faculty leader and senior lab technician to identify areas in need of modernisation and development, to cost, prioritise and fund, and create a costed action plan by May 2024. 	
<p>2. Maximise energy efficiency and sustainability - RF</p>	<ul style="list-style-type: none"> RF to use the energy efficiency audit report carried out in July 2023 to prioritise areas of focus and from this put together a detailed action plan to present to governors by Dec 2023. RF to work with EPP building consultants to consider the feasibility of a scheme to replace the gas boilers in the sports hall and main block with an air to air source heat pump by March 2024. 	
<p>3. Ensure safety is continually monitored and enhanced - RF</p>	<ul style="list-style-type: none"> RF to review and update annual plan of H&S compliance checks by Dec 2023 Regular H&S bulletins (once every half term) to all staff. Full fire risk assessment (completed by an external provider) to be completed by July 2024. RF and DBH to explore the possibility of migrating our CCTV to another platform to improve the effectiveness of this to support the behaviour and safety on the school site by Dec 2023. 	
<p>4. Improve our sports and arts facilities, and ensure they are used beyond the school day through JMSport and Masefield Arts - RF</p>	<ul style="list-style-type: none"> RF to review and revise whole school lettings policy, procedures and agreement using JMSport as a guide by Dec 2023 to include a list of actions to enable the consistent use of Masefield Arts beyond the school day. 	

Key strategy and summary of 3-year plan	Key Actions for 2023-24	Points to note
	<ul style="list-style-type: none"> • RF to explore the option of using SchoolsPlus as a fully managed lettings service and the advantages this might bring compared with the drawbacks by Dec 2023. • RF to work with PA lead and technician to ensure an ambitious programme of JMHS PA events is successful in 2023-24. • RF to work with PE leads and JMSport manager to investigate costed options to resurface the tennis courts with a MUGA by March 2024. 	
<p>5. Replace the Astroturf pitch - RF</p>	<ul style="list-style-type: none"> • RF to review actions taken so far by end of October 2023. • RF to explore other avenues of funding than those already pursued including the release of s106 monies ringfenced for JMHS by April 2024. • RF to work with Replay Maintenance to preserve the safe life of the ATP for as long as possible. • RF to work with PE leads to consider all options including not replacing the ATP by April 2024. 	
<p>6. Increase the capacity of JMHS to six forms of entry - AE</p>	<ul style="list-style-type: none"> • AE to produce a revised plan to present to Herefordshire Council and the DFE to move to six forms of entry by March 2024. • AE and RF to obtain support and advice on moving the plan forward. 	